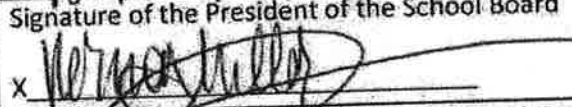
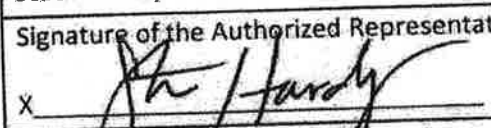


# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER PAGE

District Name: <b>Umo"ho" Nation Public School</b>	District Mailing Address: <b>Umo"ho" Nation Public School 470 Main Street PO Box 280 Macy, NE 68039</b>
County/District Number: <b>87-0016-001</b>	
District Contact for the School Improvement Grant	
Name: <b>Stacie Hardy</b>	
Position and Office: <b>Superintendent</b>	
Contact's Email Address: <b>shardy@unpsk-12.org</b>	
Contact's Mailing Address (If different from District Mailing Address listed above):	
Telephone: <b>402-837-5622</b>	
Fax: <b>402-837-5245</b>	
President of the School Board (Printed Name): <b>Vernon Miller</b>	Telephone:
Signature of the President of the School Board X 	Date: <b>6/13/2016</b>
Authorized Representative of the District (Printed Name): <b>Stacie Hardy</b>	Telephone: <b>402-837-5622</b> Email: <b>shardy@unpsk-12.org</b>
Signature of the Authorized Representative: X 	Date: <b>June 13, 2016</b>
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	



Return to: [randy.mcintyre@nebraska.gov](mailto:randy.mcintyre@nebraska.gov) OR  
 Randy McIntyre, School Improvement Coordinator  
 Nebraska Department of Education  
 301 Centennial Mall South  
 Lincoln, NE 68509

NDE 04-059  
 Due: June 15, 2016

ESEA Section 1003(g) School Improvement Grants (SIG)  
 LEA (District) Application

District Name: Umo<sup>ho</sup> Nation Public School  
 County-District Number: 87-0016-000

SECTION 1. DISTRICT INFORMATION  
 PART A. SCHOOLS TO BE SERVED

**A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II School. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	T u r n a r o u n d	R e s t a r t	C l o s u r e	T r a n s f o r m a t i o n	Whole School Reform	Early Learning
Umo <sup>ho</sup> Nation Elementary	87-0016-001	X						X		

**A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is**  
 FY 2016 Nebraska LEA SIG Application Page 1

**in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.**

Umo<sup>ho</sup> Nation Elementary School -Transformation model cohort 2016

## **PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL**

### **Analysis of Need and Capacity**

**B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.**

School Improvement Grant (SIG) funds will not be requested at the district level as part of this application. Since the district is so small, the analysis of need focuses on the school level. Traditional district contributions to the school will be maintained and kept separated from the school's efforts as part of the SIG projects. The superintendent will monitor the project to ensure that supplanting of any basic service does not occur. For example, the SIG application does not replace district funding for grade level staffing, any building projects, or resources beyond those specifically outlined in the reform project.

Umo<sup>ho</sup> Nation Public School's last AdvancED external visit was held in March of 2012. There were action items noted in the report. Until the current administration and board, the actions were not fully addressed. The current team is dedicated to the future of the district, the students, and the community. Over the past year, a team was assembled to develop a 3-5 year strategic plan following the headings: Student Achievement, Fiscal Accountability, Human Resources, Educational Facilities, and Community Engagement. The district did see growth in student achievement in each building despite the lack of consistency. The commitment of the administration, board members, and stakeholders led to creating a solid strategic plan that will provide stability in the years to come. The district also plays a critical role in establishing an environment conducive to positive change. The district provides opportunities for the incoming staff to build relationships with peers, students, and community members.

Members of the staff participate in data retreats at the district level and at ESU1 with the other members of the Native American Consortium. Data retreats are scheduled three times during the school year. The staff reviews and analyzes several types and sources of data. Data summations are distributed to all certified staff members to drive instruction and interventions. Members of the staff also attended the AQuESTT Conference in Kearney, sponsored by the Nebraska Department of Education (NDE).

The overall goal of Umo<sup>ho</sup> Nation Public School is to increase reading and math achievement as well as increase graduation rates. In order for the district to achieve these goals, student data is used to drive the instructional decision-making process. A system was developed during the 2015-16 school year to provide the student data to staff. Upon student enrollment, staff reviews data from the previous school. If the data is not available, students are given an informal reading and math assessment within the first five days of enrollment. Returning students' data from the previous year(s) is stored and shared with all stakeholders. The types of data include: assessment, attendance, behaviors, and other information to help make informed decisions and provide best practices to the student.

Umo<sup>ho</sup> Nation Public School has created systems of support for before and after school tutoring times. SIG funds were used to begin the system in 2012-13. Tutoring remains in place and is available for K-12 students from 7:00-8:00 am and after school from dismissal until 6:00 pm, if needed. During the 2016-17 year, Title I Accountability funds will be used to support the tutoring needs.

Mobility and truancy have historically been an issue for Umo<sup>ho</sup> Nation Public School. The district is creating a process to reach out to the community to address the truancy of students. Staff members are provided a daily list of students to locate for transportation. Truancy information is gathered and typed into a software application from *Awareity* known as Threat Assessment, Incident Management, and Prevention Services (TIPS). This program was implemented in the 2015-16 school year. Data can be extracted to analyze and evaluate in order to make decisions for the next steps needed.

Nebraska State Accountability (NeSA) tests are criterion-referenced tests for fourth, eighth, and eleventh grade in writing. These tests are also used in fourth, eighth, and eleventh grade for math, science, and reading. The results are delivered to Umo<sup>ho</sup> Nation Public School in the spring. NDE provides professional development in the terms of guidance for NeSA assessments. ESU1 provides technical assistance and professional development to support the needs of the district. Practice assessments are available to be utilized. The district volunteers to participate in field-testing models.

The Measure of Academic Progress (MAP) test is administered to the students in grades first through eleventh. This is an adaptive test that gauges where a student performs academically. The MAP test offers batteries of language, science, reading, and math. These tests are given in the fall, winter, and spring. Achievement is measured based on normative data. Students are aware of their previous results and use the data to create goals for themselves prior to each testing block. The results of these tests are presented to stakeholders to assist in analyzing and understanding of the data.

AIMSweb is used three times a year to assess students in reading and math. The tests are administered to students in grades kindergarten through sixth. The assessment data is analyzed by staff to guide instruction and intervention paths. The results are shared during parent-teacher

conferences in the fall and spring. Title I funds are utilized to provide the staffing support and materials for intervention needs.

Student data from AIMSweb, MAP, and classroom assessments are being used to develop interventions for the Student Assistance Team (SAT) process. The data is also used to develop Individualized Education Plan (IEP) goals for student with disabilities.

By working collaboratively with the school principals and NDE, the Umo<sup>ho</sup> Nation Public School superintendent developed a strategic plan that addressed the unique needs of the district. While working together, school stakeholders encourage teachers to engage and instruct their students while simultaneously changing students' mindsets to embrace more rigorous academics. The strategic plan will support the foundational skills for elementary students to solidify the basic skills needed to ensure a positive academic experience.

#### **Data Analysis District:**

<b>NeSA Reading Results-Percent Proficient</b>										
<b>Grade</b>	<b>Spring 2011</b>		<b>Spring 2012</b>		<b>Spring 2013</b>		<b>Spring 2014</b>		<b>Spring 2015</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
<b>3</b>	3%	71%	0%	77%	9%	77%	10%	79%	18%	82%
<b>4</b>	16%	75%	3%	77%	3%	79%	6%	78%	5%	81%
<b>5</b>	11%	70%	11%	76%	9%	78%	0%	77%	6%	83%
<b>6</b>	12%	74%	4%	75%	16%	77%	3%	79%	6%	81%
<b>7</b>	9%	74%	4%	77%	10%	80%	15%	81%	0%	82%
<b>8</b>	16%	71%	4%	73%	24%	78%	17%	78%	24%	79%
<b>11</b>	9%	67%	0%	64%	21%	67%	13%	70%	20%	69%

<b>NeSA Reading-Sub Group</b>								
	<b>2012 Percent Proficient</b>	<b>2012 State Average</b>	<b>2013 Percent Proficient</b>	<b>2013 State Average</b>	<b>2014 Percent Proficient</b>	<b>2014 State Average</b>	<b>2015 Percent Proficient</b>	<b>2015 State Average</b>
<b>Male</b>	4.90%	71.76%	12.87%	74.06%	7.45%	75.14%	4.63%	77.26%
<b>Female</b>	4.00%	76.86%	13.33%	79.56%	10.00%	79.92%	19.23%	82.11%
<b>Special Education</b>	0.00%	46.17%	5.88%	48.13%	0.00%	68.51%	0.00%	51.75%

NeSA Math Results-Percent Proficient										
Grade	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015	
	District	State	District	State	District	State	District	State	District	State
3	3%	67%	3%	72%	6%	74%	5%	76%	8%	78%
4	2%	68%	3%	72%	3%	73%	0%	77%	0%	77%
5	14%	66%	0%	75%	0%	75%	6%	76%	0%	76%
6	0%	63%	16%	68%	8%	67%	10%	72%	3%	72%
7	0%	61%	0%	68%	10%	70%	5%	72%	0%	73%
8	0%	61%	4%	62%	0%	66%	5%	66%	0%	68%
11	0%	54%	0%	56%	4%	58%	0%	61%	4%	61%

NeSA Math-Sub Group								
	2012 Percent Proficient	2012 State Average	2013 Percent Proficient	2013 State Average	2014 Percent Proficient	2014 State Average	2015 Percent Proficient	2015 State Average
Male	2.88%	67.68%	6.00%	69.23%	5.32%	71.16%	0.93%	71.34%
Female	3.96%	67.15%	2.86%	69.09%	4.08%	71.96%	3.85%	73.23%
Special Education	0.00%	41.25%	0.00%	43.23%	0.00%	43.50%	0.00%	43.66%

**B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II School identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.**

The Umo<sup>ho</sup> Nation Public School District has the capacity to use the SIG funds to support the elementary building which has been identified for Title I intervention. SIG will provide the necessary funds to engage in the research-based curriculum, professional development, and staff support needed for successful implementation and resulting in increased student achievement.

The Umo<sup>ho</sup> Nation Public School's Tier I initiatives are supported by the local teachers' union. Over 90 percent of the local teachers union members have supported the Title I School Improvement Compact. Additionally, the local teachers' union is open to implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible conditions designed to recruit, place, and retain staff. Staff is also open to time efficiency studies in the classroom which aid in maximizing instructional time.

In regard to recruitment, Macy, NE, the home of Umo<sup>ho</sup> Nation Public School, is located near many larger towns and cities. This allows the district to attract employees who prefer to work in small communities, but want to live outside of the community. By concentrating efforts on these areas, it is possible to attract quality candidates. In addition to these areas, the district has networked with area universities' and colleges' career centers to advertise vacancies. The district also utilizes a newspaper network that covers a three state area.

Staff recognized the need to refine grouping practices so that students will be working at their instructional level to enhance reading skills. The Umo<sup>ho</sup> Nation Public School's vertically-designed reading program uses data to place, group, and refine instruction for students on a weekly basis. The vertically-designed reading program accommodates a wider range of student instructional levels, therefore, providing the likelihood of increased achievement. The increased use of data as well as the increase in collective efficacy among staff indicated the capacity to grow through past reform efforts, and to apply that commitment to the next level of reform.

#### **Staff Credentials:**

The school has 60 certified teachers, three administrators, and seventeen para-professionals.

<b>Average Years of Teaching Experience</b>		
<b>Years</b>	<b>State</b>	<b>District</b>
<b>2010-2011</b>	<b>15.24</b>	<b>14.29</b>
<b>2011-2012</b>	<b>15.19</b>	<b>13.42</b>
<b>2012-2013</b>	<b>15.03</b>	<b>12.06</b>
<b>2013-2014</b>	<b>14.56</b>	<b>12.15</b>
<b>2014-2015</b>	<b>14.34</b>	<b>12.75</b>

#### **Community involvement:**

The Home Interventionist will be meeting with families in homes and at school. Teachers, counselors, the nurse, and principals make regular visits to homes with the hopes of encouraging attendance and positive behaviors. The Home Interventionist will bridge the gap between home



and school. Umo<sup>ho</sup> Nation Public School has educational-themed community events at the school which encourage community involvement, and will continue this practice. The events offer a variety of options for attendees. The district collaborates with outside agencies to support the theme of the event. In the Umo<sup>ho</sup> culture, food is used in all events and it brings the community together. Each community night ends with community members and staff sharing a meal. These events have been very successful each year and continue to grow.

**B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.**

The district has determined, with the use of data, the need for reform begins in the elementary school. All buildings will be served using Title I funding, however, school improvement funding will only be used in the elementary.

**B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.**

#### **External Providers:**

The main factor in selecting external providers was their background knowledge of working with native populations and poverty districts.

Judy Miller - Reading Consultant: provides additional reading support and shares projects by working with students, teachers, parents, and staff. Judy Miller is a nationally recognized reading consultant. She came highly recommended from a neighboring Nebraska Native American school. Judy was a teacher and literacy coach for nearly 30 years at Boulder Valley School District. She has worked as a reading consultant across the nation, often focusing in the areas of high-needs schools. As the reading coach, she provides resources and mentoring for the guided reading program. With welcomed input from staff, this position will be regularly reviewed and evaluated by administration.

Kari Bappe- Regional Professional Development Trainer: provides support and strategies for teaching children of generational poverty. Kari Bappe is a regionally recognized

professional development trainer. She is an independent facilitator for the Love & Logic organization and a keynote speaker at numerous parent and educator conferences in the area of behavior. She has worked with the University of Iowa in the area of applied behavior analysis. She is currently serving as the coordinator for the social emotional intervention team for the Dubuque Community Schools developing programming for students diagnosed with a variety of mental health disorders and challenging behaviors. Kari came highly recommended by other school districts throughout the Midwest as well as other Nebraska Native American schools. This position will be regularly reviewed and evaluated by administration.

#### **External Partnerships:**

ESU1: members of the ESU1 Professional Development Team will support efforts in data retreats, staff training, and collaborative meetings.

Omaha Tribe of Nebraska: supplies support for the after school programs in order to provide opportunities outside of school.

Nebraska Department of Education: provides support and assistance to manage data.

**B.5 Since each Tier I or Tier II School receiving ESEA Section 1003(g) funds will be a school wide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.**

The Analysis of Need involved all elementary staff who represent all our services in planning. In addition, the leaders of the Head Start program were involved. The district will ensure all programs and resources are aligned to support the school in implementing the reform plan. The steps we will take include: (1) designating the Intervention Project Manager (IPM) with the responsibility to review programs and projects to ensure communication and connections across activities, (2) reviewing all requests for purchase to require connection to the SIG activities, and (3) utilizing staff/grade level meetings to problem solve and troubleshoot activities to ensure that duplication is prevented and best practices for all program requirements are met.

**B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.**

No changes in governance will take place.

**B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.**

As a part of the strategic plan, the positions requested in the grant will be absorbed into the general fund as well as Title I funding.

**B.8 The District must describe its consultation, as appropriate, with relevant stakeholders regarding the District's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".**

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a

	an increase.	majority of the groups demonstrate an increase.
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**Leading Indicators:**

<b>Leading Indicator</b>	<b>State Goals</b>	<b>District Goals</b>
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Fewer NOT MET AYP decisions
Graduation rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
College enrollment rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measureable improvement from previous year (or baseline for initial year of grant)	Measureable improvement from previous year (or baseline for initial year of grant)
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Measurable improvement from previous year (or baseline data for initial year of grant)

Statewide Average Change (From 2013-14 to 2014-15 AYP Data)				
	Reading		Math	
Group	Percentage Points	District Goal	Percentage Points	District Goal
All Students	2.15	2.15	0.71	0.71
American Indian / Alaska Native	3.22	3.22	0.13	0.13
Asian	1.72	1.72	0.88	0.88
Black or African American	4.00	4.00	2.09	2.09
English Language Learners	4.75	4.75	0.73	0.73
Hispanic	4.04	4.04	1.51	1.51
Native Hawaiian or Other Pacific Islander	5.12	5.12	-1.99	-1.99
Special Education Students	3.15	3.15	0.45	0.45
Students Eligible for Free and Reduced Lunch	3.26	3.26	0.84	0.84
Two or More Races	3.91	3.91	1.91	1.91
White	1.53	1.53	0.48	0.48

**B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.**

Staff at all levels at Umo'ho<sup>n</sup> Nation Public School have been involved in developing this application. The district had already examined data and current practices and developed a leadership team for improvement. Meetings began in February and were held at least weekly while the team formed and began to understand the issues. A larger team was put together to develop a strategic plan and focus efforts on best practices for the district.

Superintendent, Stacie Hardy, called on the support of the impact team consisting of: Broderick Steed, High School Principal; Mary Anne Oehlerking, Elementary Principal; Sherri Schoenfelder, School Counselor; Shannon Gibson, School Counselor; Gretchen Long, Librarian; Kevin LaHood-Burns, Technology Coordinator; Pam Boehle, Curriculum/Assessment

Coordinator; Katie Renfro, Teacher; Marguerite Cortez, Teacher; Joe Schmidt, Teacher; Gwen Frideres, Daycare Director; as well as the ESU1 staff developers: Rhonda Jindra, Amy Hill, Stuart Clark, and Chris Good. After a draft of the grant was created, it was shared with the board and changes were made to reflect the combined vision of the administration and board. Participation did vary depending upon the topics.

**B.10 Describe how families and community will be meaningfully engaged on an “on-going” basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.**

The Home Interventionist will be working with families on a regular basis. The position requires not only a meeting, but also a model/demonstrate/leave items for the family to use and practice with. The items will be collected upon the next visit. An example: bringing a book. Demonstrate to the family how to begin a book by asking questions. “What do you think this book is about?”, “Who do you think is character in the book?”—model how to hold the book for kids to see. Demonstrate how to ask questions as they go along and at the end. This may sound like a simple concept, but we have found, if you have not worked in education, it is not a natural process. Show how to use a finger to follow the written words. Another example would be to show how to get children counting. Have them count how many people will be eating dinner. Then count number of chairs “are there enough”? How can the problem be fixed? Next move on to counting plates, silverware, cups.

The community will also be invited to participate activities at school in the evening. Groups of staff create a theme and provide learning experiences for all grade levels. It might to Science and Art. Labs are created—trying to use items found in most homes. The art project again attempts to use regular household items. After the educational fun, a meal is shared. In the past, we have averaged 250 community attendees.

Classroom teachers and paraprofessional make regular contact with all parents in the classroom. Class letters include tips to work with students. Parents are invited to participate in classroom events at least once per semester. Social media, website, and calling system are a few of the tools we use to keep the community informed.

**B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.**

There is no single program or new practice that can transform low-performing schools into effective schools. The school must choose and sustain a coherent improvement strategy appropriate by focusing on the need to improve curriculum and classroom instruction and aligning all other school operations with that focus. To support these improvements the district has created a safe environment for learning, helped prepare young children to be ready for school (partnership with Head Start providing certified teachers), prepared teachers to carry out high-

quality instruction (professional development), offered students challenging course work, extended learning time for students who do not meet challenging standards, and shared current research on effective school improvement models.

Improving the school learning environment requires more than the implementation of get-tough disciplinary measures. The district uses the APL model for classroom management and engagement. It also means creating an atmosphere of respect for students and sharing with them the responsibilities of maintaining a high-quality learning environment. Staff and teachers need to work to get to know their students and form caring relationships of mutual respect. Only then can learning take place. All stakeholders must share a common vision of high expectations for all groups of students and have a strategic planning framework that enables school leaders and faculty to customize a set of strategic goals and actions for their school.

The most important area of reform for low-performing schools--is providing curricula and instruction that help children reach challenging academic standards. Umo<sup>n</sup> Ho<sup>n</sup> Nation Elementary can support this effort by establishing curricular and instructional requirements, by demanding challenging course work, and by helping students who fall behind or need extra academic assistance.

We will design and create learning opportunities that will allow each student to reach his/her highest level of achievement. We will expose all students to experiences and opportunities that will enable them to pursue limitless aspirations. We will provide support systems for all students that enable them to achieve their highest potential. We will provide safe and orderly learning environments in order to enhance the potential of each student. We will have safe and well-maintained facilities necessary to maximize teaching and learning. We will fully unify all stakeholders toward student success. We will embrace uniqueness and diversity in our community. We will acquire necessary resources to accomplish our mission and objectives. We will provide the highest quality instructional, support, and administrative staff that will embrace, facilitate, and celebrate our mission and objectives.

**B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at:**

**[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)**

Full implementation will begin the first year.

#### **PART D. ASSURANCES**

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements.

## **PART E. WAIVERS**

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.



☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## Section 2. SCHOOL LEVEL INFORMATION

**Complete a Section 2 for each school included in the application.**

### PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

#### A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

#### Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using 2014-15 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	0
(2) Graduation rate (AYP graduation rate for high schools only)	N/A
(3) College enrollment rate (high schools only)	N/A
Leading Indicators	
(4) Number of minutes within the school year	1033
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high	N/A

	schools only)	
(6)	Dropout rate (total for high schools only)	N/A
(7)	Student attendance rate	90.48
(8)	Discipline incidents (suspensions, expulsions as reported to NDE)	50
(9)	Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10)	Distribution of teachers by performance level on district's teacher evaluation system	
(11)	Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

**(a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).**

The impoverished population of Umo<sup>ho</sup> Nation Elementary School is 100% Native American. There is an 80% unemployment among qualified adults and over 90% live in generational poverty. People on the reservation live with the effects of generations of alcoholism and addiction. This is a major obstacle in the learning process which impacts the educational setting. There is an epidemic of suicide, high rates of PTSD, and low educational attainment among Native American youth. In addition, the effects of poor economic conditions in this community add to the challenges facing families and schools. Low-income homes, lack of adequate health care, and other factors contribute to the challenges that add to the achievement gap. The traditional teaching strategies and methods may not consistently provide appropriate and quality learning for Umo<sup>ho</sup> Nation Public School's group of students. Early intervention may prove to help narrow the gaps in education between our district and the state average.

Children are able to learn best through their everyday experiences with the people they love and trust. This helps them to develop a love of learning as well. These interactions serve as modeling behaviors and create the basis for learning. Building a secure attachment fosters a child's ability to learn to communicate their feelings. It is critical during this time to focus on quality caretaking and building a strong and healthy attachment.

The data examined from T-S Gold Plus reflects the students entering kindergarten are significantly below their peers on a state level in the majority of the benchmarks. The student attendance rate reflects 69% daily attendance for pre-kindergarten students. The benchmarks examined and compared are social and emotional, cognition, literacy, and mathematics.

Umo<sup>ho</sup> Nation Public School considers attendance and promptness to be one of the most important issues that needs to be addressed. The current kindergarten class had 85% daily

attendance and 23% tardies. The first grade class had an 86% attendance rate with 30% tardies for the 2015-16 school year.

Studies have shown that students raised in poverty may develop issues with learning and behaviors. Students need person-to-person relationships in order to learn. As a district, we need to establish a solid K-2 foundation to increase graduation rates.

Although the majority of the students at Umo<sup>ho</sup> Nation Public School do not qualify as limited English Language Learners under the Federal rules there is a clear disparity in their achievement levels observable in results from MAP, NeSA, and AIMSweb testing. Scores in other core fields show similar disparities.

The district's action plan to address causal factors relating to student performance resulting from current socio-economic conditions is focuses on the following; increasing attendance through home outreach and early intervention in both reading and mathematics. The plan will include three staffing positions. Core instruction time will be increased in reading, math, and writing. Professional development and grade-level collaboration will be utilized by teachers to provide quality instruction.

MAP Language Usage Data:

Grades	2012-2013		2013-2014		2014-2015	
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<b>2</b>	166.3	177.9	162	172.7	168	183.1
<b>3</b>	177.2	181.7	176.8	181.1	172.9	179.5
<b>4</b>	178.8	181.6	184.2	187.9	183.9	180.2
<b>5</b>	192.1	196.5	184.3	192.5	188.1	187.5
<b>6</b>	196.8	201.1	192.6	198.5	188.7	195.8
<b>7</b>	202.4	202.9	206.3	198.7	199.4	200.4
<b>8</b>	201.1	201.4	205.4	205.1	202.9	209.1
<b>9</b>	204.8	204.8	210.7	205.3	208	213.6
<b>10</b>	209.7	201.1	207.1	207	211.1	209.9
<b>11</b>	218.5	210.4		211.6	212.7	210.1
	<b>NWEA 2011 Norms</b>					
<b>Below 21st Percentile</b>						
<b>Between the 21st and</b>						

40th Percentile						
Between 41st and 60th Percentile						
Above 60th Percentile						

MAP Reading:

	2012-2013			2013-2014			2014-2015			2015-2016		
Grades	Fall 2012	Winter 2013	Spring 2013	Fall 2013	Winter 2013	Spring 2014	Fall 2014	Winter 2015	Spring 2015	Fall 2015	Winter 2016	Spring 2016
Kindergarten												
1									155.2	146.1	149.8	
2	165.6	169.8	175.8	160.7	164.7	169.6	171.5	177.8	183.8	164.2	166.9	
3	175.6	175	179	175.6	176.5	182.3	172.3	175.3	177.2	184.4	185.0	
4	180.5	175.7	174.7	180	185.4	188.2	180.4	184.9	180.6	178.4	175.1	
5	191.7	193.2	182.1	182	182	188.3	187.7	191.1	190.1	188.7		
6	195.2	197	201.5	190.3	194.7	197.7	186.7	192.7	195.2	188.8		
7	203.7	203.5	201.4	201.7	199.7	197.7	198.1	199.5	192.4	196.2		
8	200.3	200.9	197.6	207.4	209.1	204.3	199.4	204.6	202.0	196.3		
9	204.3	200	202.4	209.8	207.9	205.3	205.2	206.2	209.7	205.9		
10	210.3	209.5	201.6	204.5	208	209.4	211	207.9	207.4	206.2		
11	220.3	218.9	212.2	209.3	201.6	205.1	213	213.8	206.7	211.7		
	NWE A									NWE A		

	2011 Norms									2015 School Status Norms		
Below 21st Percentile												
Between the 21st and 40th Percentile												
Between 41st and 60th Percentile												
Above 60th Percentile												

MAP Math:

	2012-2013			2013-2014			2014-2015			2015-2016		
Grades	Fall 2012	Winter 2012	Spring 2013	Fall 2013	Winter 2013	Spring 2014	Fall 2014	Winter 2014	Spring 2015	Fall 2015	Winter 2015	Spring 2016
Kindergarten												
1										146.9	154.8	
2	168.9	175.8	179	162. 1	166.1	171.1	167. 1	176.6	179.3	166.6	168.4	
3	175.7	176.5	180.7	178. 4	181.8	184.6	172. 5	180.8	181.5	180.4	182.6	
4	179.4	178.5	181.8	182. 9	187.5	189.5	185. 3	187.2	187	180	181.3	
5	190.5	191.7	193	185. 7	189.1	190	188	193.1	191.4	189.3		
6	195.8	198.2	204.3	194. 1	199.9	204.9	192. 2	196.2	199.5	191.5		



**intervention model selected help the school to meet the needs identified from the Programs/Services profile?**

Home Interventionist-100% of time

The Home Interventionist position will require having a certified teacher working in the home with students and their parents/guardians to increase the level of proficiency in academic skills as well as social/emotional skills of kindergarten and first grade students. The Home Interventionist will model strategies to encourage parents/guardians to read, play, and use daily chores as a learning opportunity with their children.

The district will employ a Native American teacher for this position. This will increase the trust and acceptance of the position in homes to achieve the educational goals proposed with this grant. The job will include teaching good habits to parents/guardians, and will help foster quality parenting interactions in a non-threatening environment that are directly linked to childhood adjustment and later achievement.

The Home Interventionist will help provide connection to community resources and services to Native American families. The Home Interventionist will recognize concerns in areas of development, hearing, vision, and health in young children in order to obtain services and early intervention for them prior to school enrollment.

The Home Interventionist will work to increase attendance by identifying the cause of absenteeism and finding solutions. Encouraging the students to attend school consistently and on time will be stressed at each visit. Serving the needs of the community will promote a positive experience for parents and students.

Backpacks

The Home Interventionist will prepare backpacks filled with learning materials and other resources for each family with young children enrolled in Umo<sup>ho</sup> Nation Public School. While in the home, the Home Interventionist will demonstrate how to use the materials and will prepare an objective for each family to complete prior to the next meeting. Teaching the parents to interact with their children will be part of the objective with the provided materials. The materials may include: books, puzzles, alphabet activities, games, clocks, etc. The materials will be loaned to the parents and updated after each meeting.

Reading/Math Specialist-90% of time

Using the current curriculum (Fountas and Pinnell Benchmarking, Jan Richardson Model of Guided Reading, leveled reading library, whole group *Journeys*, *Envisions Math*), lessons will be developed for each level and materials will be delivered consistently in each classroom. The specialist will be modeling, checking for fidelity, and providing weekly professional development. The specialist, having both content and instructional expertise, will work as a colleague with classroom teachers to support student learning and teacher practice. The specialist will focus on individual and group professional learning that will expand and refine the understanding about researched-based effective instruction for teachers. In order to meet this

purpose, the specialist will provide personalized, 1:1 support based on the goals and identified needs of individual teachers.

#### Writing Specialist-50% of time

A writing specialist will model effective strategies to engage students in higher order thinking to improve writing skills. The specialist will be going into the classrooms to model the writing process and will work with the teachers to increase the quality of writing by the students. Students may have difficulty differentiating between a letter and a number. Native American communities have a rich history of storytelling, however, without the skills to properly write that tradition is in danger. Umo<sup>ho</sup> Nation Public School hopes to enhance the beautiful history of storytelling by concentrating on writing so that the students will continue their Native American tradition and will increase their vocabularies and language skills.

#### IPM -50% of time

The IPM will be responsible to maintain the integrity of the grant. The focus of the grant and connection to improving student achievement is the primary goal of this position.

#### Change schedule

The student schedule will reflect additional time focusing on reading, math, writing, and specific interventions.

#### Expanded Learning Time

Learning time is focused on a well-coordinated, fully-staffed, intervention-based, after-school tutoring and summer school program that includes student transportation. Summer school is offered to students at Umo<sup>ho</sup> Nation Public School who are serious about completing work or who wish to increase their education experience through an intensive block of study. Critical components for a dedicated after-school program would be providing a small amount of professional development to the teachers involved; and ensuring that communication (including the sharing of data) is consistent and strong between classroom teachers and after-school teachers.

**(c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?**

Umo<sup>ho</sup> Nation Public School's elementary staff consists of a principal, eighteen classroom teachers, three special education teachers, seventeen instructional assistants, a full-time nurse, a full-time school counselor, two Title I teachers, two speech/language specialists, and a shared school psychologist. As a result of our data analysis, increased reading achievement continues to be a major focus. The 90-minute literacy block has been enhanced by providing additional training to classroom teachers and instructional assistants, providing on-site reading teachers and the services of a reading coach, and by implementing benchmarking and leveled reading. While



the staff is well-trained, there is a demand for increased knowledge of PTSD, early childhood trauma, and behavioral disorders for any instructor. To fill this need, staff will go through professional development with a focus on these.

**(d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?**

Umo<sup>ho</sup> Nation Public School's math, reading, and writing goals are aligned to the Nebraska State Standards. Alignment scope and sequence was updated by the district during the 2015-16 school year. The district uses the following formal assessments: AIMSweb, Fountas and Pinnell benchmarking, MAP testing, and running records in reading to determine instruction. The assessments included in the *Envisions* program are given within the classroom. This data will be analyzed to determine math instruction within the classroom.

Fountas and Pinnell Reading Benchmark Assessments- This assessment is given to students three times per year at Umo<sup>ho</sup> Nation Public School. It is administered on an individual basis and is more comprehensive than the running records, but it follows the same format. The results will be monitored for target grades to ensure growth. Objectives will reflect the needed areas of growth. The benchmark assessments include comprehension questions in addition to the text decoding assessed in running records. The benchmark assessments are aligned to the Fountas and Pinnell Text leveling system, which we use to place students in reading material that is appropriate to their reading level.

Common Assessment- Each grade level will develop common assessments on essential standards that help develop the most effective use of the intervention components.

NWEA- NWEA assessments in reading, language, and math is given to grades K-5 students three times per year on the computer. It shows how students of Umo<sup>ho</sup> Nation Public School are meeting and growing towards the College and Career Readiness Standards. The analysis will include reviewing these assessments for further direction in determining instruction.

Guided Reading and Running Records- Reading running records are given individually to students as a part of their small group reading instruction. They measure the student's ability to decode text. These running records help the teachers and consultants plan for student instruction. They give an indication if the text being used is on the student's independent reading level, the instructional reading level, or if the text is too challenging for the child. The running records can also be analyzed to determine what types of errors the student is making and what text clues they are able to use- structural, meaning, and/or syntax. This data will be analyzed with the specialists and teachers to determine the focus for small group instruction. The guided reading instructor will assist in implementation of vertical alignment of the guided reading instruction. In addition, FY 2016 Nebraska LEA SIG Application

the home interventionist will provide reading resources and training to families, beginning as early as fall 2016.

**(e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?**

The overall goal of Umo<sup>ho</sup> Nation Public School is to increase reading and math achievement as well as increase graduation rates. In order for the district to achieve these goals, student data is used to drive the instructional decision-making process. A system was developed during the 2015-16 school year to provide the student data to staff. Upon student enrollment, staff review data from the previous school. If the data is not available, students are given an informal reading and math assessment within the first five days of enrollment. Returning students' data from the previous year(s) is stored and shared with all stakeholders. The types of data include: assessment, attendance, behaviors, and other information to help make informed decisions and provide best practices to the student.

The district has created systems of support for before and after school tutoring times. SIG funds were used to begin the system in 2012-13. Tutoring remains in place and is available for K-12 students from 7:00-8:00 am and after school from dismissal until 6:00 pm if needed. During the 2016-17 year, Title I Accountability funds will be used to support the tutoring needs.

Mobility and truancy have historically been an issue for Umo<sup>ho</sup> Nation Public School. The district is creating a process to reach out to the community to address the truancy of students. Staff members are provided a daily list of students to locate for transportation. Truancy statistics are recorded in an database application known as Threat Assessment, Incident Management, and Prevention Services (TIPS) developed by *Awareity*. This program was implemented in the 2015-16 school year. Data can be extracted to analyze and evaluate in order to make decisions for the next steps needed.

Nebraska State Accountability (NeSA) tests are criterion-referenced tests for fourth, eighth, and eleventh grade students in the area of writing. These tests are also used in fourth, eighth, and eleventh grade for math, science, and reading. The results are delivered to the district in the spring. NDE provides professional development in the terms of guidance for NeSA assessments. ESU1 provides technical assistance and professional development to support the needs of the district. Practice assessments are available to be utilized. The district volunteers to participate in field-testing models.

The Measure of Academic Progress (MAP) test is administered to the students in first through eleventh grade. This is an adaptive test that gauges where a student performs academically. The MAP test offers batteries of language, science, reading, and math. These tests are given in the FY 2016 Nebraska LEA SIG Application

fall, winter, and spring at Umo<sup>ho</sup> Nation Public School. Achievement is measured based on normative data. Students are aware of their previous results and use the data to create goals for themselves prior to each testing block. The results of these tests are presented to stakeholders to assist in analyzing and understanding of the data.

AIMSweb is used three times a year to assess students in reading and math. The tests are administered to students in grades kindergarten through sixth grade. The assessment data is analyzed by staff to guide instruction and intervention paths. The results are shared during parent-teacher conferences in the fall and spring. Title I funds are utilized to provide the staffing support and materials for intervention needs.

Student data from AIMSweb, MAP, and classroom assessments are being used to develop interventions for the Student Assistance Team (SAT) process. The data is also used to develop Individualized Education Plan (IEP) goals for student with disabilities.

In 2015-16, a Multi-Tier System of Supports (MTSS) was created by the following teams: building leadership team, student support team, and grade-level team. The system will focus in year one (2016-17) in kindergarten and 1st grade in the area of reading to begin and math to follow. The long-term goal is to expand to all grade levels.

In the 2015-16 school year, the elementary staff used the Fountas and Pinnell Benchmark Assessment System (BAS) to level students three times during the school year. The assessments are linked to instructional needs and goals. The leveling system along with the use of the Jan Richardson Model for guided reading, provides the structured framework to enhance reading scores and student success.

The district purchased *Journeys*, a research-based, comprehensive English Language Arts program. It is designed to provide solid instruction that is clear and focused, with realistic pacing and manageable resources. Supplemental books have been added to the resource library to support small group instruction.

The elementary is using *Envisions* mathematics program. This program was implemented in the 2013-14 school year. *Envisions* is aligned with the state standards.

The proposed model will support the foundational skills for elementary students to solidify basic skills needed to ensure a positive academic experience.

**(f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.**

Members of the Umo<sup>ho</sup> Nation Public School staff participate in data retreats at the district level and at ESU1 with the other members of the Native American Consortium. Data retreats are scheduled three times during the school year where summations are distributed to all certified staff members to drive instruction and interventions.

The process used to analyze the data began with a data retreat supported by the staff from ESU1. After data was gathered and analyzed, areas of need were identified. The elementary principal researched potential solutions. The intervention model was selected after the elementary principal contacted NDE staff and asked questions to help determine the model the district should explore. The elementary staff met and discussed solutions and needs to support the solutions.

The framework of the grant was written by the elementary principal. Once the framework was complete, meetings were held at least monthly open to all staff to help write, research, and plan the action steps needed.

#### A.2. Action Plans

### ***Completing the Action Plans***

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five-year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five-year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement

since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that----

(1) Will be used for continual improvement of instruction;

(2) Meaningfully differentiate performance using at least three performance levels;

(3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;

(4) Evaluate teachers and principals on a regular basis;

(5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

(6) Will be used to inform personnel decisions.

(C) Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and

(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.





### **Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Group review of proposed grant</b>
Key steps	<b>Provide opportunities for community to review the grant application and offer insight</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Summer 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### **Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Rigorous Review of External Providers</b>
Key steps	<b>Contact other schools and read multiple grants to review options for external providers. Interview possible providers and discuss contracted services</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>

Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### **Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Staffing for Reading/Math Specialist, IPM, Writing Specialist, and Home Interventionist</b>
Key steps	<b>Write description of positions, expectations, and evaluation formats to use</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### **Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Instructional Programs</b>
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Key steps	<b>Review historical data in order to develop consistent models, expectations, and strategies to improve student achievement</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### **Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Professional Development &amp; Support</b>
Key steps	<b>Identify areas of need and create schedules to align with the found needs. Organize the professional development strategies and other support systems needed to align with student achievement goals</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	<b>Preparation for Accountability Measures</b>
Key steps	<b>Develop a system of continuous checks and balances to monitor the effectiveness of the interventions</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1) \$0.00	

### Action Plan Transformation Intervention Model - 1

Requirement (1A): Developing and increasing teacher and school leader effectiveness

(A) Replace the principal who led the school prior to commencement of the transformation model

**NOTE: This requirement is an option for Tier III schools.**

Activity	<b>No action required-rules have changed and the principal will not need to be replaced.</b>
Key steps	<b>None needed</b>
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

### Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness  
 (B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-

- (1) Will be used for continual improvement of instruction;
- (2) Meaningfully differentiate performance using at least three performance levels;
- (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
- (4) Evaluate teachers and principals on a regular basis;
- (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) Will be used to inform personnel decisions

Activity	<b>Continue employ the NDE approved Danielson model for teacher evaluations. Provide immediate feedback following formal and informal evaluations of teaching strategies, culturally relevant, engaging curriculum, and system analysis</b>
Key steps	<b>Create schedule for formal evaluations</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Principal</b>
Monitor and evaluate	<b>Principal</b>
Cost for duration of grant	<b>\$ 0.00</b>

### Action Plan Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness  
 (C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

**NOTE: This requirement is an option for Tier III schools.**

Activity	<b>Create non-monetary motivational incentive system based upon immediate and small growth success</b>
Key steps	<b>Identify targets of focus (attendance, student achievement) Identify incentives (jeans coupon, early leave, special parking)</b>
Start Date	<b>Spring 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$0.00</b>

#### **Action Plan Transformation Intervention Model - 4**

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Recruit qualified individuals</b>
Key steps	<b>Home Interventionist FTE 1.0:</b> <ul style="list-style-type: none"> <li>● <b>Identify qualifications and skills needed for a Home</b></li> </ul>

	<b>Interventionist</b> <ul style="list-style-type: none"> <li>● <b>Identify flexible work schedule with extended contract</b></li> <li>● <b>Advertise and review applications</b></li> <li>● <b>Interview</b></li> <li>● <b>Offer opportunity to promote from within or recruit</b></li> <li>● <b>Hire Home Interventionist</b></li> </ul>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Summer 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$278,256.00</b>

<p>Requirement (1D):      Developing and increasing teacher and school leader effectiveness</p> <p>(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.</p>	
Activity	<b>Recruit qualified individuals</b>
Key steps	<b>Reading Specialist FTE .90</b> <ul style="list-style-type: none"> <li>● <b>Identify qualifications and skills needed</b></li> <li>● <b>Identify work schedule with extended contract</b></li> <li>● <b>Offer opportunity to promote from within or recruit</b></li> <li>● <b>Advertise and review applications</b></li> <li>● <b>Interview</b></li> <li>● <b>Hire Reading Specialist</b></li> </ul>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Summer 2016</b>

Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$305,483.00</b>

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Recruit qualified individuals</b>
Key steps	<b>Writing Specialist FTE .50</b> <ul style="list-style-type: none"> <li>• <b>Identify qualifications and skills needed</b></li> <li>• <b>Identify work schedule with extended contract</b></li> <li>• <b>Offer opportunity to promote from within or recruit</b></li> <li>• <b>Advertise and review applications</b></li> <li>• <b>Interview</b></li> <li>• <b>Hire Writing Specialist</b></li> </ul>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Summer 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$145,436.00</b>

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and



retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Recruit qualified individuals</b>
Key steps	<b>IPM FTE .50</b> <ul style="list-style-type: none"> <li>● <b>Identify qualifications and skills needed</b></li> <li>● <b>Identify work schedule with extended contract</b></li> <li>● <b>Offer opportunity to promote from within or recruit</b></li> <li>● <b>Advertise and review applications</b></li> <li>● <b>Interview</b></li> <li>● <b>Hire IMP</b></li> </ul>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Summer 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$172,502.00</b>

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Professional development</b>
Key steps	<b>Identify areas of need</b> <b>Identify qualified staff to present or contract with external partners</b> <b>Schedule training times/date/location</b> <b>Deliver presentations to staff</b> <b>Develop a plan to ensure the delivered strategies are being implemented within the classroom</b>

Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Reading Specialist, Writing Specialist</b>
Monitor and evaluate	<b>Reading Specialist, Writing Specialist, Administration</b>
Cost for duration of grant	<b>\$20,500.00</b>

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Administration of Grant</b>
Key steps	<b>Monitor implementation of grant Check data against the goals of the grant Develop a plan to continue</b>
Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>IPM</b>
Monitor and evaluate	<b>IPM, Administration</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement (2A): Comprehensive instructional reform strategies: (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	<b>Align curriculum to state standards</b>
Key steps	<b>Grade level meetings for alignment Identify quarter to introduce and quarter for mastery Create lessons to provide differentiation within the classrooms</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Reading Specialist, Writing Specialist, Curriculum Director</b>
Monitor and evaluate	<b>IPM, Administration</b>
Cost for duration of grant	<b>\$0.00</b>

#### **Action Plan Transformation Intervention Model - 6**

Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	<b>Data Retreats</b>
Key steps	<b>Schedule dates for retreats (grade level &amp; building level) Identify data to be reviewed Supply a facilitator to guide retreats Analyze classroom data Develop growth goals based upon the triangulation of data Research strategies Implement strategies Continue data collection</b>

Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2106</b>
Person(s) responsible	<b>Classroom teacher</b>
Monitor and evaluate	<b>Reading Specialist, Writing Specialist, IPM, Administration</b>
Cost for duration of grant	<b>\$0.00</b>

### **Action Plan Transformation Intervention Model - 7**

Requirement (2C): Comprehensive Instructional reform strategies

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	<b>Instructional coaching within the classroom</b>
Key steps	<b>Identify areas of concern</b> <b>Observe classroom presentation</b> <b>Confer with classroom teacher, provide 1:1 support</b> <b>Culturally relevant and engaging curriculum</b> <b>Model strategies</b> <b>Develop a plan to continue</b>
Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Reading Specialist</b>
Monitor and evaluate	<b>Reading Specialist, Administration</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement (2C): Comprehensive Instructional reform strategies

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	<b>Instructional coaching within the classroom</b>
Key steps	<b>Identify areas of concern</b> <b>Observe classroom presentation</b> <b>Confer with classroom teacher, provide 1:1 support</b> <b>Model strategies</b> <b>Develop a plan to continue</b>
Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Writing Specialist</b>
Monitor and evaluate	<b>Writing Specialist, Administration</b>
Cost for duration of grant	<b>\$0.00</b>

#### **Action Plan Transformation Intervention Model - 8**

Requirement(3A): Increasing learning time and creating community-oriented schools

(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	<b>Create classroom schedules</b>
Key steps	<b>Increase reading instruction time</b> <b>Increase writing instruction time</b> <b>Increase math instruction time</b>
Start Date	<b>Fall 2016</b>

Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Principal</b>
Monitor and evaluate	<b>IPM, Principal</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	<b>Before and After School Learning</b>
Key steps	<b>Identify student interest levels</b> <b>Create clubs and courses to meet needs of learners</b> <b>Identify dates/location/times</b> <b>Hire staff to facilitate</b> <b>Invite students to participate</b>
Start Date	<b>Fall 2016</b>
Full implementation date	<b>Spring 2016</b>
Person(s) responsible	<b>IPM</b>
Monitor and evaluate	<b>IPM</b>
Cost for duration of grant	<b>\$12,300.00</b>

### **Action Plan Transformation Intervention Model - 9**

Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<b>Scheduling with families</b>
Key steps	<b>Identify, create, and implement a system to meet with families</b>

Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2106</b>
Person(s) responsible	<b>Home Interventionist</b>
Monitor and evaluate	<b>Home Interventionist, IPM</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<b>Community Nights</b>
Key steps	<b>Identify calendar dates Organize theme and supplies Invite community</b>
Start Date	<b>Fall 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>District staff</b>
Monitor and evaluate	<b>IPM and Administration</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<b>Before and after school opportunities</b>
Key steps	<b>Identify student and family needs Create system to support needs Extended contract for Home Interventionist to stay connected and provide support for families</b>
Start Date	<b>Fall 2016</b>

Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>IPM</b>
Monitor and evaluate	<b>IPM and Administration</b>
Cost for duration of grant	<b>\$0.00</b>

Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	<b>Instructional backpacks to be used by the Home Interventionist and loaned to families</b>
Key steps	<b>Identify materials to be loaned for instruction Purchase materials Organize bags</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>Fall 2016</b>
Person(s) responsible	<b>Home Interventionist, Reading Specialist, Writing Specialist, Classroom Teacher, Principal</b>
Monitor and evaluate	<b>Home Interventionist, Reading Specialist, Writing Specialist, Classroom Teacher, Principal</b>
Cost for duration of grant	<b>\$16,000.00</b>

### **Action Plan Transformation Intervention Model - 10**

Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Review staffing, calendar/time, and budget to support



	improving student achievement and increasing graduation rates
Key steps	Review current staff, calendar/times, and budget—make changes based upon strategies outlined in grant Utilized best practices and successful schools as guidance Review data and adjust as needed to improve student achievement
Start Date	July 2016
Full implementation date	On going
Person(s) responsible	Administrative team
Monitor and evaluate	Administrative team, IPM, ESU
Cost for duration of grant	\$0.00

### **Action Plan Transformation Intervention Model - 11**

Requirement(4B): Providing operational flexibility and sustained support  
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Activity	Continue relationship with ESU and network of successful transformation schools to help with fidelity and guidance
Key steps	Meet monthly with ESU support staff to review data and action plans Make regular contacts with network of districts asking for advice and reviewing data
Start Date	July 2016
Full implementation date	On-going
Person(s) responsible	Elementary Principal
Monitor and evaluate	Administrative Team
Cost for duration of	\$0.00

grant	
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**Transformation Intervention Model - Copy and complete as many as needed.**

**Permissible Activities**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed)**

<b>Instructional Coach</b>
<b>Home Intervention</b>
<b>Writing Coach</b>
IPM

# SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name: Umoⁿhoⁿ Nation Public School

ID# County District No: 87-0016-000

School Name: Umoⁿhoⁿ Nation PEIementary School

NDE School ID: 87-0016-001

SIG Model Selected for this School Mark selected  
model with an "X"

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA may use one year of funding for planning and other pre-implementation activities; must use at least three years for full implementation of the selected intervention; and may use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

## Year 1 Budget (2016-17)

	Indicate Year 1 Activities by marking an "X"
Planning and/or Pre-Implementation Activities	
Full Implementation	X

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
Reading Coach	0.90	\$72,000	\$64,800

100

Salaries	Home Interventionist		1.00	\$58,032	\$58,032
	IPM		0.50	\$62,496	\$31,248
	Writing Coach		0.50	\$62,496	\$31,248
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
200 Benefits	Brief Description		TOTAL Cost from Above	Percentage	Total for Row
	Reading Coach		\$64,800	0.30	\$19,440
	Home Interventionist		\$58,032	0.30	\$17,410
	IPM		\$31,248	0.30	\$9,374
	Writing Coach		\$31,248	0.30	\$9,374
					\$0
					\$0
					\$0
					\$0
					\$0
300 Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)		Enter "1" Below	Enter Total Annual Cost	Total for Row
	Judy Miller		1.00	\$5,000	\$5,000
	Kari Bappe		1.00	\$3,000	\$3,000
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
400 Supplies & Materials/ Operational Equipment	Brief Description		Quantity	Amount Per Item	Total for Row
	Materials for Home Intervention		100.00	\$75	\$7,500
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
300s Total				\$8,000	
200s Total				\$55,598	
100s Total				\$185,328	

[illegible]

## Year 2 Budget (2017-18)

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100	Reading Coach	0.90	\$74,880	\$67,392
Salaries	Home Interventionist	1.00	\$60,353	\$60,353
	IPM	0.50	\$64,996	\$32,498
	Writing Coach	0.50	\$64,996	\$32,498

200 Benefits	Before-After School Clubs	1.00	\$5,000	\$5,000	\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
100s Total			\$197,741		
300 Purchased Service/ Lease Agreement	Brief Description	TOTAL Cost from Above	Percentage	Total for Row	
	Reading Coach	\$67,392	0.30	\$20,218	
	Home Interventionist	\$60,353	0.30	\$18,106	
	IPM	\$32,498	0.30	\$9,749	
	Writing Coach	\$32,498	0.30	\$9,749	
	Before-After School Clubs	\$5,000	0.30	\$1,500	
				\$0	
				\$0	
				\$0	
				\$0	
200s Total			\$59,322		
400 Supplies & Materials/ Operational Equipment	Brief Description (List Provider if Known)	Enter "1" Below	Enter Total Annual Cost	Total for Row	
	Judy Miller	1.00	\$3,000	\$3,000	
	Kari Bappe	1.00	\$2,000	\$2,000	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
300s Total			\$5,000		
	Brief Description	Quantity	Amount per Item	Total for Row	
	Materials for Home Intervention	100.00	\$50	\$5,000	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
400s Total			\$5,000		

	Brief Description	Quantity	Amount per Item	Total for Row
500 Capital Outlay				\$0
				\$0
				\$0
				\$0
				\$0
500s Total				\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row
	Mileage and hotel	6.00	\$200	\$1,200
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
600s Total				\$1,200

Indirect Costs

(Reasonable and Necessary to Support the Purposes of this Grant)

Year 2 Budget Total

\$268,263

## Year 3 Budget (2018-19)

Indicate Year 3  
Activities by  
marking an "X"

Full Implementation ☒ below

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	Reading Coach	0.80	\$77,875	\$62,300
	Home Interventionist	0.90	\$62,767	\$56,491
	IPM	0.50	\$67,596	\$33,798
	Writing Coach	0.40	\$67,596	\$27,038
	Before-After School Clubs	1.00	\$4,500	\$4,500
				\$0
				\$0







[illegible]

**(Optional) Year 4 Budget (2019-20)**

Full Implementation	
Sustaining Reforms	X

[illegible]

			500s Total	\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			600s Total	\$0
Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)			
Year 4 Budget Total				\$177,672

**(Optional) Year 5 Budget (2020-21)**

**indicate year 5  
Activities by  
marking an "X"**

	Implementation
Full Implementation	
Sustaining Reforms	

[illegible]



600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
600s Total				\$0
Indirect Costs				
(Reasonable and Necessary to Support the Purposes of this Grant)				
Year 5 Budget Total				\$0

Total School Budget for Time Period of Grant \$950,527



## **Rural Flexibility Response – Replacing Principal**

Umo<sup>n</sup>ho<sup>n</sup> Nation Public School district has been faced with significant administrative turnover over the past several years with multiple superintendents and principals coming and going from the school district. One of the most important tools in effective school improvement is consistency and a necessary element in the creation of a successful school. Research and practice have proved that school leaders must be consistent if they want to improve student performance and conduct. In order to make positive school climate changes within in a school district, administrative consistency is key. Umo<sup>n</sup>ho<sup>n</sup> Nation Public School district has been fortunate enough to build a strong administrative team over the past two years. This administrative team operates as a coherent unit, always working together to create a positive school climate.

In the past two years, since coming on board with the Umo<sup>n</sup>ho<sup>n</sup> Nation Public School, Mary Anne Oehlerking has been instrumental to many great accomplishments and successes. She has spent a significant amount of time collecting data to analyze the strengths and weaknesses of the elementary school. Using the gathered information, she then developed a plan to improve the education and services offered to our students. This plan reflects the outcome of the research and needs of the district. Replacing the current elementary principal, Mary Anne Oehlerking, would defeat the purpose of the grant. It would put a halt to the already growing and thriving positive school climate. The students and staff of Umo<sup>n</sup>ho<sup>n</sup> Nation Public School deserve consistent leadership working towards continues school improvement.

The unique needs and setting of Umo<sup>n</sup>ho<sup>n</sup> Nation Public School district requires an administration team that understands generational poverty and has gone the extra mile to build

relationships. Mrs. Oehlerking has built relationships with students, parents and community agencies. She has built a reputation of not only striving, but also succeeding in making a difference in the district. This does not happen over-night. She has been in this community a short time, however Mary Anne Oehlerking was a part of a neighboring Native American school district for several years. She has built a solid reputation. This reputation has helped the community accept and trust her. Inconsistency in school leadership can oftentimes causes confusion and destroy trust and community spirit, resulting in system failure. Without consistency, the plan has a substantially greater chance to fail.

In the short time she has been at the district, Mary Anne Oehlerking has made changes in staffing for both certified and non-certified staff at Umo<sup>ho</sup> Nation Public School. She has set high expectations for both groups involved with students. With her help, Umo<sup>ho</sup> Nation Public School has developed a team effort from janitors, lunch staff, secretaries, paras, teachers, and administration ---it takes all of the staff working together collaboratively to create a positive school climate. It takes communication and trust to make a difference. Removing the elementary principal would mean taking steps backwards. Mary Anne Oehlerking has helped to establish a direction of positive change for the good of our district, our community and our continuous school improvement efforts.